

The ABCs of Arizona School Accountability

Key Terms and Descriptions

ARIZONA LEARNS	State legislation for evaluating school performance as stipulated in Education 2000/Proposition 301.
Arizona's Instrument to Measure Standards (AIMS)	AIMS is Arizona's state mandated assessment currently given to students in elementary grades 3, 5, and 8, and secondary grade 10 in the subject areas of reading, writing, and mathematics. Beginning in the 2004-2005 academic year, AIMS will be given to students in elementary grades 3-8 and secondary grade 10.
Arizona's Measure of Academic Progress (MAP)	MAP is used to measure individual student growth. Student Stanford 9 test scores are linked from one year to the next and student growth on the test is calculated. Currently, One Year's Growth (OYG) is defined as attaining the same level of achievement from year-to-year, while learning more difficult academic material. OYG is determined by examining a student's stanine score: if one attains the same stanine score or a higher stanine score relative to the previous year, that student is determined to have made OYG. Currently, the Arizona Department of Education (ADE) is investigating alternative methodologies for MAP to broaden the scope of the analysis. Additionally, the ADE intends to calculate MAP using AIMS scores once AIMS is expanded to grades 3-8 in the 2004-2005 academic year.

Achievement Profile

Research-based method of analysis for evaluating school performance. The Achievement Profile is used to designate all public schools as *Excelling, Highly Performing, Performing, Underperforming, or Failing to Meet Academic Standards*.

The Achievement Profile for elementary schools examines three academic indicators:

- student performance on AIMS;
- adequate yearly progress (AYP) as defined by the No Child Left Behind Act of 2001 (NCLB); and
- MAP.

The Achievement Profile for secondary schools utilizes four academic indicators:

- student performance on AIMS;
- adequate yearly progress (AYP) as defined by NCLB;
- dropout rate; and
- graduation rate.

Please note that student performance on AIMS and MAP are the primary indicators for the elementary school Achievement Profile. Student performance on AIMS is the primary indicator for the secondary school Achievement Profile.

The No Child Left Behind
Act of 2001 (NCLB)

Reauthorization of the Elementary and Secondary
Education Act of 1965. NCLB places emphasis on
academic standards, assessment, and accountability.

Adequate Yearly Progress
(AYP)

A core component of NCLB is the determination of AYP.
In order to make AYP, a school must:

- assess 95 percent of the total enrolled student population as well as 95 percent of each disaggregated student group (i.e., major racial/ethnic groups, students with disabilities, English language learners, and economically disadvantaged students) using the state mandated assessment (AIMS);
- meet the state's annual target percentage of students demonstrating proficiency in Arizona's Academic Standards on the state mandated assessment (AIMS) in the subject areas of reading and mathematics. Progress is to be made in a predetermined manner toward 100 percent student proficiency by the end of the 2013-2014 academic year;
- meet the target attendance rate or demonstrate improvement (elementary schools only); and
- meet the target graduation rate or demonstrate improvement (secondary schools only).